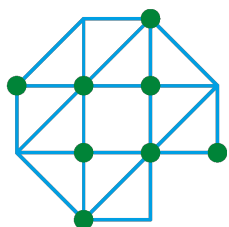


# Effective use of digital opportunities: It begins and ends with lecturers

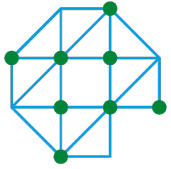
EPIC 2022



**Acceleration plan**  
Educational innovation  
with ICT



professional development



## Acceleration plan

Educational innovation  
with ICT



Facilitating professional development of lecturers

# I. The Acceleration Plan

- UNL, VH, SURF
- 4 year program
- 39 universities, 100+ members

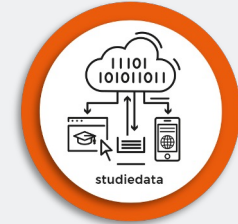
## Ambitions

1. Improving connection with labour market
2. Making education more flexible
3. Smarter en better learning with technology

## 7 zones



docentprofessionalisering



studiedata



human capital



flexibilisering



evidence informed



digitale leermaterialen



koerstteam bestuurders

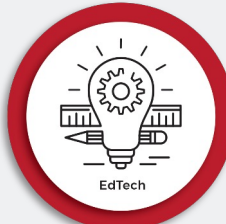
## 3 working groups



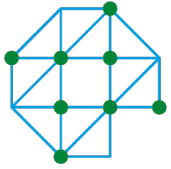
toetsen op afstand



online onderwijs in praktijkvaardigheden



EdTech



## Acceleration plan

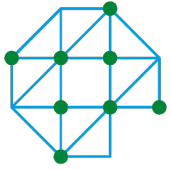
### Educational innovation with ICT

Facilitating professional development of lecturers

## Goal

Enable all instructors to make effective use of ICT in delivering instruction to their students. Accelerating educational innovation can improve educational quality

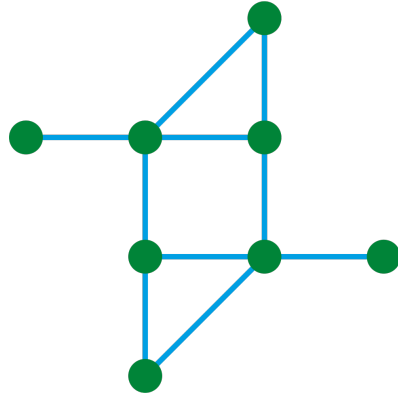




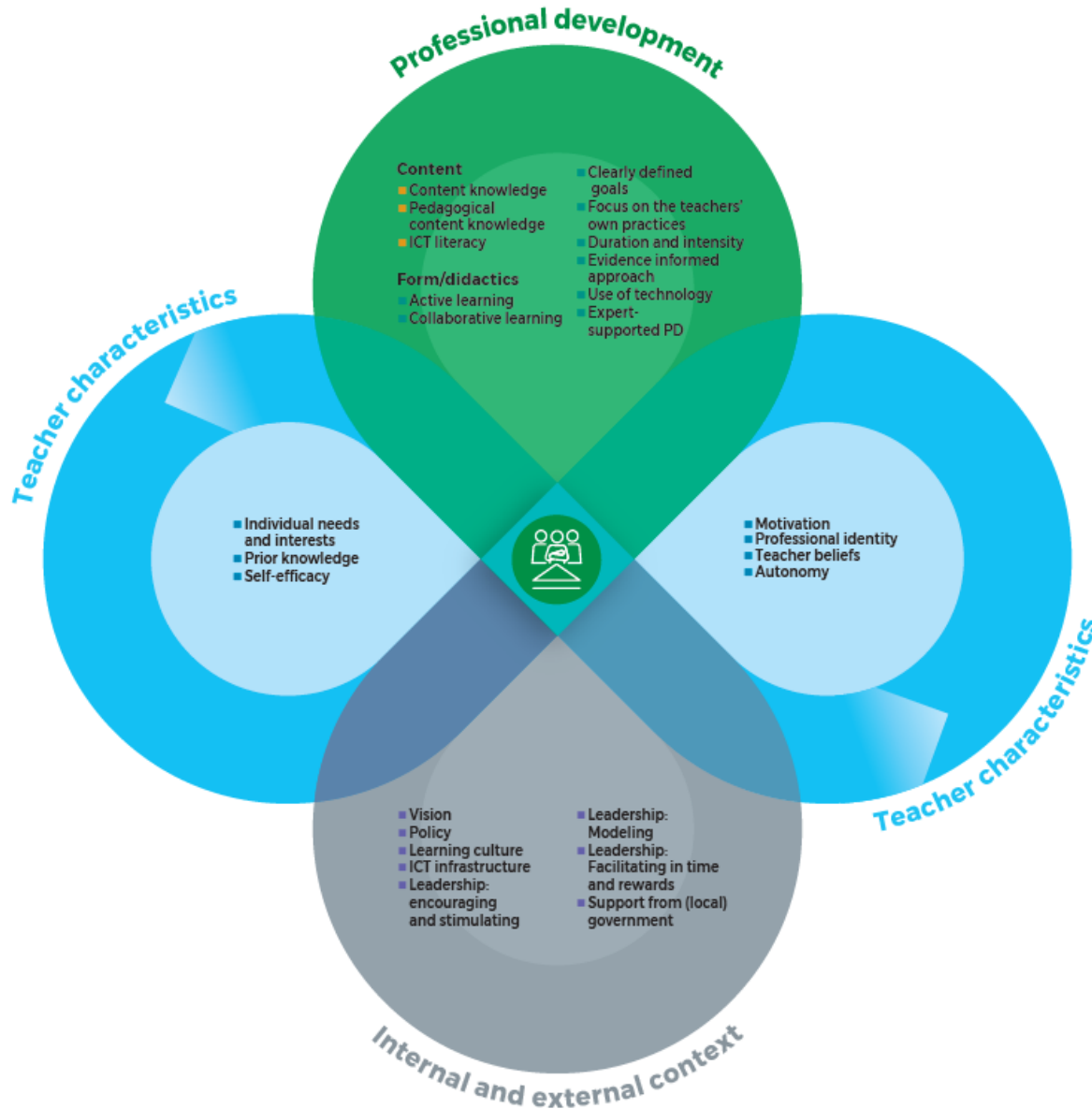
## Acceleration plan

### Educational innovation with ICT

Facilitating professional development of lecturers



How can you facilitate and stimulate the professional development of lecturers regarding educational innovation with IT in your organization?



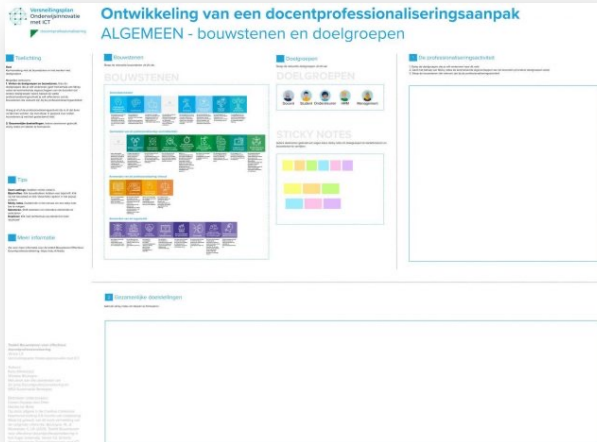
# Building blocks for professional development toolkit

- Lit. review for building blocks
- Interviews with experts
- 29 building blocks in 3 domains:
  1. Teacher characteristics
  2. Professional development
  3. Internal and external context
- Cards
- Murals
- Manual Educational Design Research





**M U R A L**



# Table 1 toolkit

Dorien Hopster-den Otter





# Field labs

- Experimenting with PD building blocks and educational innovations with ICT
- 6 PD interventions
  - Formative assessment
  - Digital peer feedback
  - Learning analytics
  - Online didactics
  - Artificial Intelligence
  - **Blended learning**
  - Manual, slides, placemats

## -Prepare- YOUR OWN DIGITAL FORMATIVE ASSESSMENT



**METHOD**

1. Work with your students to clarify their expectations in terms of the teaching: design and share the objectives and success criteria with your students, and fine-tune these as needed. Discuss specific examples of work to be produced, for example.
2. Elicit and gather student responses: Collect formal and informal information about the learning process of the students relating to the learning objectives. Focus on identifying specific knowledge and skills.
3. Analyse and interpret student responses: Take the time for this and take a deep dive, where possible in dialogue with the students. Activate the students by getting them to compare and interpret their own work.

**SERVING SUGGESTIONS**

Do you want to elicit and interpret responses in an appropriate way? These digital tools will help you!

- ✓ Students test their knowledge and understanding by taking part in quizzes that the lecturers or students have prepared.  
Tools: Socrative, Mentimeter, Quizziz, Kahoot, Microsoft/Google Forms, TestVision (can be used for formative assessment)
- ✓ Students give peer feedback on each other's work.  
Tools: Crowdflow, Peergrade, Peerwise, Feedbackfruits
- ✓ Students share their own creations by producing vlogs, blogs, animations or posters.  
Tools: Canva, Padlet, Powtoon, Adobe Spark

## -Prepare- YOUR OWN DIGITAL PEER FEEDBACK



**INGREDIENTS**

- ✓ Clearly formulate success criteria (i with the student)
- ✓ Various ways to learning process: through assessment observations of s in groups) and di
- ✓ A lecturer with a assessment, sub the teaching skill
- ✓ Students wantin in control of thei
- ✓ Support from the of possibility to e assessment.

**PREPARING FEEDBACK**

- ✓ Let your students compare examples to arrive at criteria for success. Have students explain why they believe one exemplar better than the other.
- ✓ Specify the agreed success criteria in the peer feedback system.
- ✓ In consultation with your students, determine the rules of conduct for giving and receiving peer feedback.

**TIPS FOR SERVING FEEDBACK**

- ✓ Convince your students that nobody learns from vague positive feedback.
- ✓ Work with very clear success criteria.

There are many conceivable ways of achieving these starting points. The structure below may help you shape your educational offering.

## -Active learning process-



**INGREDIENTS FOR FEEDBACK**

- ✓ A clear assignment or educational activity, (if desired) with predefined goals, criteria and standards.
- ✓ Possibly: (a part of) a chosen assignment or activity students often struggle
- ✓ Exemplars: examples of more or less successful (parts of) assignments c activities.
- ✓ A workshop or PowerPoint present on the importance of peer feedback
- ✓ A digital peer feedback system.

**PREPARATORY PHASE**

In the preparatory phase, the principles and expectations will be communicated. This phase lays the foundation for the collaboration and activates any prior knowledge that students already have on the subject matter.

- ✓ Prepare an online learning environment which clearly shows the structure of the teaching programme.
- ✓ Get to know your students.
- ✓ Talk to them about the logistical aspects of the programme: When are the deadlines and other important date? How will communication take place and which channels will be used?
- ✓ Give some thought to the success criteria: What will students learn from this subject, and how does this compare to the rest of the programme?
- ✓ Undertake an activity that makes students aware of the knowledge they already possess.
- ✓ If required, set up groups for later group activities, and create a separate 'social channel' where communication can take place at any time.

**ACQUISITION PHASE**

In the acquisition phase, students will acquire new knowledge. This may take the form of listening to video lectures, or by studying videos, articles or other media.

- ✓ Offer students new knowledge, or make sure that they seek it out themselves.
- ✓ Limit the length of this phase: Always alternate acquisition and processing activities to establish an active learning process.
- ✓ Try to make use of different sources and types of media, and encourage students to seek out new knowledge themselves.
- ✓ Use (only) live seminars where interaction is important for your narrative.

**PROCESSING PHASE**

In the processing phase, students will undertake activities that help them to process the subject matter. These activities will be varied, challenging and geared to the success criteria. They also aid collaboration with fellow students and student autonomy.

- ✓ Offer students activities that enable them to process the study material by practising it or by sharing insights with their fellow students.
- ✓ Facilitate the collaborative process, and offer your students the opportunity to decide on the content of parts of the learning process themselves.
- ✓ Choose activities that are geared to the intended learning outcomes. If your aim is for them to acquire factual knowledge, offer them online practice exercises, for example. If your aim is for them to develop a deep understanding and a well-founded opinion, consider the possibilities of an online discussion forum.
- ✓ The taxonomy (e.g. Bloom) of your learning objectives will provide an important starting point for you.

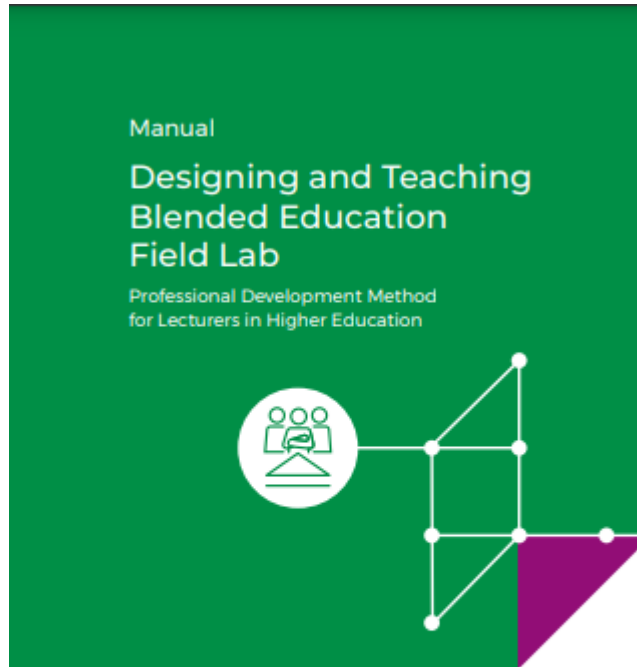
**EVALUATION PHASE**

In the evaluation phase, students will be able to make their understanding of the subject matter explicit. This will enable them, as well as their fellow students and teachers, to determine how they already match up to the learning objectives. Generate feedback on students' work.

- ✓ Give students an assignment that will allow them to demonstrate their understanding of the study material. Again, choose activities that are geared to the intended learning outcomes.
- ✓ Make the expected knowledge and understanding clear by setting practice questions. Set essays or other writing assignments where analysis or evaluation is required.
- ✓ Provide feedback on your students' work, or ask students to provide feedback on each other's work.



VERSNELINGSPLAN.NL



**Acceleration plan**  
Educational innovation  
with ICT

Facilitating professional  
development of lecturers

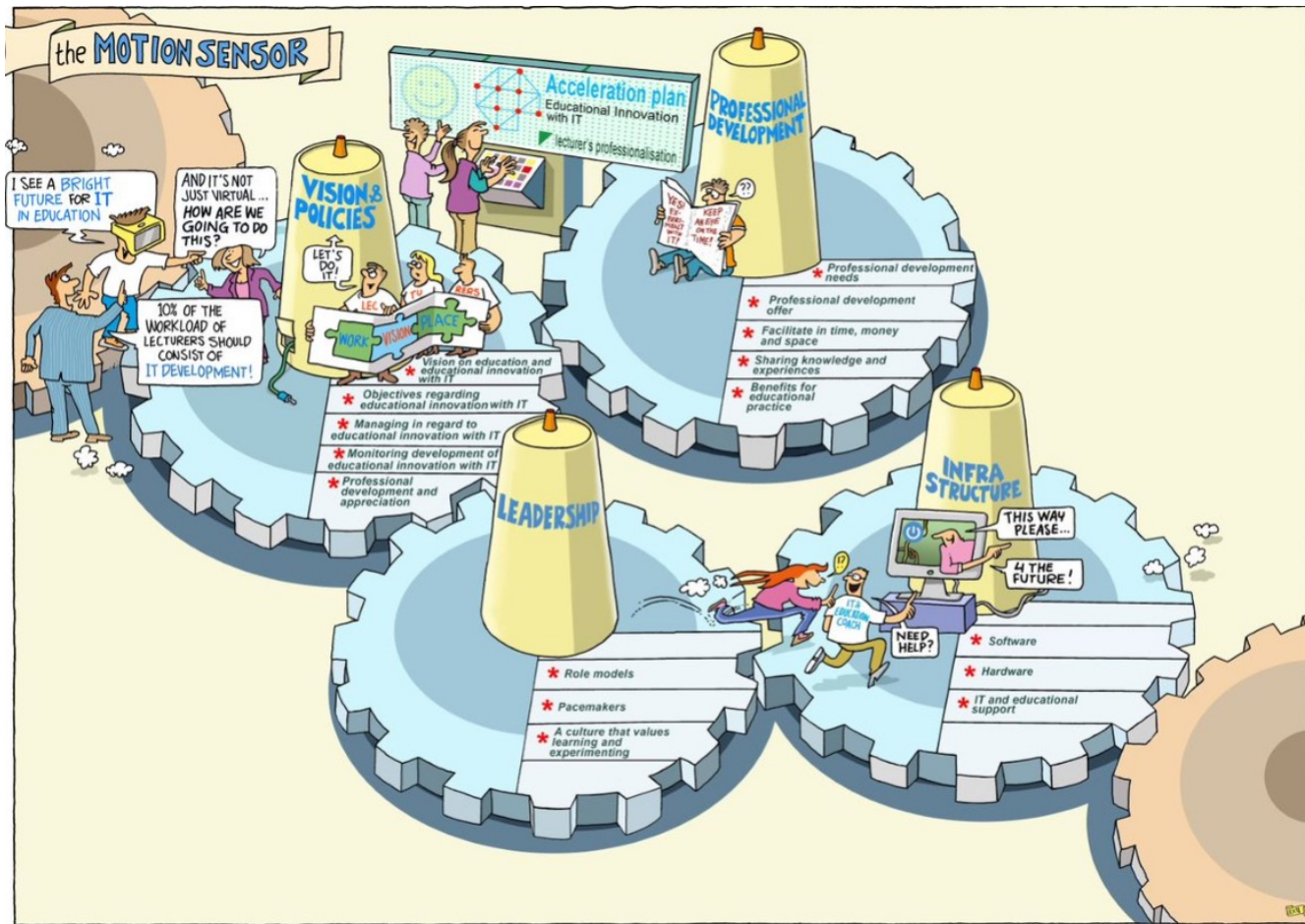


## Table 2 Field lab blended learning

Iwan Wopereis







# The integral IT motion sensor

- Enhance the effectiveness of PD in organizations
- Integral approach
- 4 pillars:
  1. vision and policies
  2. PD
  3. Infrastructure
  4. leadership
- Manual, visuals/video's
- Paper and online

## The integral IT motion sensor

A guide to accelerate  
educational innovation  
with IT

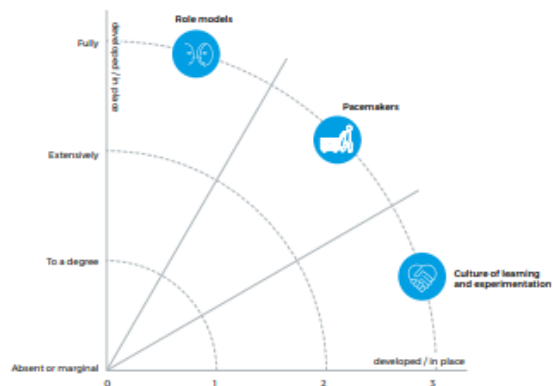


**Acceleration plan**  
Educational innovation  
with ICT

Facilitating professional  
development of lecturers

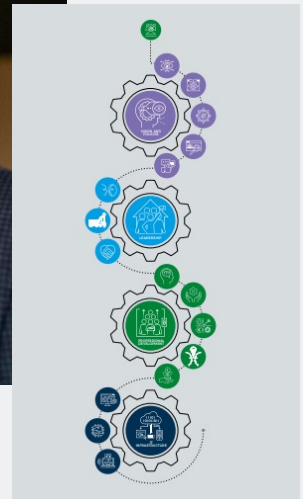
## Reflection card Pillar 2: Leadership

*The way in which formal or informal leaders  
encourage the use of IT in education and  
stimulate the use of IT in related lecturer  
professional development in order to help  
realise the institution's vision and policies.*



# Table 3 IT motion sensor

Ronald Spruit



## The five roles of the educational IT specialist

1. The **change agent** is able to initiate and support an effective change process. The change agent is keenly aware of the needs of the different target groups, and takes an evidence-informed approach to achieve good project results.
2. The **coach** enthuses, supports and trains lecturers in the pedagogical use of IT in education. The coach also contributes to the educational design processes of lecturers. Coaches establish a link between daily education practice and possible IT applications, with a focus on the functionality of IT systems (technology-based educational content and pedagogy).
3. The **advisor** provides management and the organisation with advice, and communicates this effectively. The advisor is aware of the main issues and questions in the organisation and how to respond to these. Advisors establish a link between the institution's vision or policy and possible IT innovations, with a focus on digital pedagogy (pedagogy-based educational content and technology), the educational vision (of the institution) and educational practice (of the lecturers). Advisors also act as an intermediary or sparring partner to ensure that changes in the educational practice of lecturers are aligned with the institution's policy.
4. The **networker** not only brings together people in an approachable and accessible manner, but also brings together ideas and examples, and ensures that these collaborations, ideas and practices are viable and adopted in the organisation. Networkers therefore create the context within which innovation can take place, and are aware of the broader picture.
5. The **inspirer** monitors the potential of new pedagogical and technological developments, communicates the possibilities that these offer for education, and therefore inspires other professionals to take action.

## A focus on educational IT specialists

- Professionals who facilitate and provide PD to instructors

1. Job titles?
2. Tasks?
3. Required competences?
4. Professional development opportunities?

## A focus on educational IT specialists

An exploration in the national and international higher education sector with recommendations for educational practice



**Table 1** Overview of instruments, target groups and questions

Instruments	Target group	Questions			
		1. Job titles	2. Tasks and responsibilities	3. Competences	4. Professional development
Interviews	The Netherlands	✓	✓	✓	✓
Job profiles and job adverts	The Netherlands	✓	✓	✓	
Questionnaire	International	✓	✓	✓	✓
Job profiles and job adverts	International	✓	✓	✓	
Social media	The Netherlands	✓	✓		



**Acceleration  
Education  
with ICT**

**Facilitating  
development**

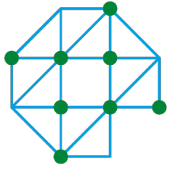
## Table 4 Educational IT expert

**Peter Dekker**



*"Clear definitions and roles are needed. Everyone needs to know what they mean and what conditions need to be met."*  
- anonymous respondent

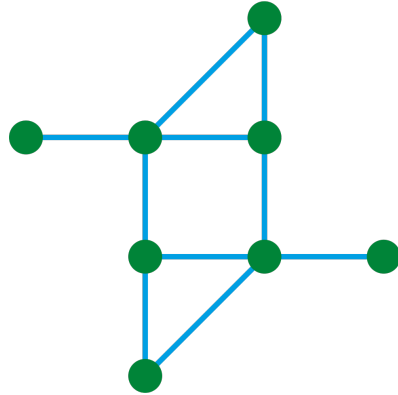




## Acceleration plan

### Educational innovation with ICT

Facilitating professional development of lecturers



How can you facilitate and stimulate the professional development of lecturers regarding educational innovation with IT in your organization?

*thanks!*

Want to know more:

<https://publicaties.avans.nl/online-magazine-versnellingsplan/cover>

